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A Qualitative Study on Integrating Language Development Methodology for Enhancing Early Childhood Creativity and Giftedness

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Abstract
The preschool years represent a critical stage in children's cognitive, socio-emotional, linguistic, and psychomotor development, with creativity and giftedness as essential components of early education. However, the current education system lacks comprehensive strategies to effectively integrate language development as a foundational approach to nurturing creativity and talent. This study investigates the relationship between language development and the cultivation of creativity in preschool children through a qualitative methodology incorporating teacher interviews and classroom observations. Thematic analysis was employed to identify patterns in pedagogical practices that promote creativity through linguistic expression. The findings reveal that parental involvement and interactive learning methods foster children's creativity and gifted potential. The novelty of this study lies in its emphasis on linguistic expressions as indicators of cognitive and creative growth, addressing a gap in previous research that has largely overlooked the specific role of language in the development of giftedness during early childhood. These insights offer valuable contributions for educators in designing more effective strategies to enhance preschoolers' creativity through language development.

Keywords: *Early childhood Creativity, Language development methodology, Preschool education*

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Introduction

The preschool years, marked by the development of psychomotor, social-emotional, cognitive, and linguistic skills through parental guidance and early childhood education, constitute a critical period that significantly influences a child's future regarding knowledge, competencies, habits, and character formation. Preschool children can use creativity when repurposing objects for unconventional uses, generating innovative solutions to problems, demonstrating motor skills, utilizing their imagination, and building emotional connections with peers and adults (Heller & Schofield, 2008; Silverman, 2018). Creativity enriches human life by fostering joy, curiosity, enthusiasm, efficiency, and fulfilment (Baer, 2017; Baer & Kaufman, 2017; J. Kaufman, 2018). It is closely linked to personal well-being, self-expression, and identity formation (Collard & Looney, 2014). Pursuing novel and improved ideas permeates professional and personal domains (Amabile, 1989, 2018). Fundamental aspects of human behaviour, such as innate curiosity (Feldman, 1999; Sternberg, 2001) and the drive for novelty and exploration (Urban, 1991), emerge in early childhood and persist throughout life. Creativity in childhood is positively correlated with adaptability, cognitive and social

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development, learning, and personal growth (Gardner & Gardner, 2008) and is closely related to giftedness (Renzulli & Reis, 2021).

Giftedness is a multidimensional construct of human potential encompassing a broad spectrum of abilities, including creativity. Its development necessitates specific supportive conditions to cultivate and translate these capabilities into domain-specific achievements (Beghetto & Kaufman, 2007; S. B. Kaufman & Sternberg, 2008; Runco, 2022; Torrance, 1995). Renzulli argues that the definition of giftedness should align with its intended purpose, as one's conceptualization of giftedness in designing identification methods and developing programs that address the distinct characteristics of children (Brown et al., 2005; Renzulli, 2005). As products of the belief system, attitudes represent starting points to actual actions and field practices (Wadaani, 2023). Early social interactions between adults and children affect language acquisition (Dickinson et al., 2019; Golinkoff et al., 2019; Pace et al., 2022). Engaging in meaningful conversations, describing experiences, and explaining children's actions, thoughts, and activities contribute to expanding linguistic capacity and comprehension (Golinkoff et al., 2019; Kuchirko et al., 2018). A crucial aspect of this interaction is that the language input children receive must be direct, reliable, and contextually relevant (Roseberry et al., 2014). Language is typically conceptualized through three interrelated components: form (e.g., syntax), content (e.g., vocabulary), and use (pragmatics) (Bloom, 1978). Although each component develops independently, it functions cohesively as an integrated system to acknowledge that multiple developmental and environmental factors can influence linguistic structure, meaning, and usage (Cocquyt et al., 2024).

Nevertheless, the education system's support level for fostering creativity and giftedness through language development remains below the expected level. Recent studies examining teachers' perspectives on creativity and gifted students are primarily shaped by their academic background, professional training, and educational philosophy (Kettler et al., 2017). Antoun et al., (2022) showed that cultural context impacted teachers' choices and perceptions concerning gifted education. Antoun et al., (2020) found that teachers had positive attitudes toward gifted education but limited awareness of the evidence-based Western practices of gifted education. Other studies have demonstrated that teachers frequently associate giftedness with predominantly positive attributes (Moon & Brighton, 2008) and define it based on the exceptional abilities of gifted students, including cognitive capacities, motor skills, and social competencies (Desvaux et al., 2024; Neihart, 2021). Several studies have highlighted that teachers identify specific intellectual abilities as particularly advanced among gifted children, including strong reasoning skills, extensive knowledge, a rich vocabulary (Mohamed & Elhoweris, 2022), advanced reading and comprehension abilities, problem-solving skills, heightened attention and memory, rapid information processing, and creativity (Sasso-Powell, 2024; Von Börtzell-Szuch et al., 2024). Teachers suggest that these competencies are primarily nurtured through experiential learning in enriched home environments, where parents provide access to books, facilitate educational trips, and support learning at home (Bendini & Devercelli, 2022; Sakti et al., 2024).

The research gap identified from the studies above lies in the limited support within the education system for fostering creativity and giftedness through language development and teachers' restricted awareness of evidence-based gifted education practices (Antoun et al., 2020, 2022). While prior research has examined teachers' perceptions of giftedness and identified advanced intellectual abilities among creative and gifted children (Desvaux et al., 2024; Neihart, 2021), there remains a lack of focus on how children's linguistic expressions reflect their cognitive and creative development. Given that enriched home environments nurture these competencies (Moon & Brighton, 2008)Exploring further how language acquisition and communication contribute to creativity and Giftedness development is essential, particularly in early childhood education. Therefore, qualitatively analyzing children's linguistic expressions can provide deeper insights into their cognitive and creative

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processes, addressing the need for a more language-centred approach to fostering giftedness and creativity in preschool education. To achieve this objective, the following research questions will be addressed: 1) Why are creativity and giftedness essential in preschool education?, What strategies can be implemented to nurture creativity and Giftedness in preschool children?, 2) How does language development contribute to creativity and creative thinking in early childhood?, 3) What classroom and extracurricular activities effectively promote creativity and Giftedness among preschool children?

Methodology

This research methodology investigates practical strategies for fostering creativity and giftedness in early childhood through a qualitative approach. To enhance clarity, inclusion criteria encompass teachers and prospective teachers with experience in early childhood education who have been involved in implementing language development strategies in learning. The exclusion criteria apply to individuals lacking direct expertise in early childhood education or those unwilling to provide consent to participate in the study. We employ a thematic analysis approach to identify patterns and themes emerging from participants' responses to open-ended questionnaires for a more comprehensive exploration of teachers' and prospective teachers' perceptions regarding the role of language in fostering creativity and giftedness. The analysis follows several key stages, including initial data coding, identification of major themes, and a thorough review to ensure consistency and alignment with the research objectives. Additionally, to enhance the reliability of the analysis, two experts in early childhood education evaluated the alignment of codes with the developed themes, resulting in an inter-coder reliability of 89%. To mitigate bias in literature selection, the study adopts a systematic search process, prioritizing research published within the past five years relevant to developing creativity, Giftedness, and language education in early childhood. Furthermore, potential bias in data interpretation is minimized through source triangulation, which involves comparing teachers' and prospective teachers' responses with relevant literature and educational policies. This approach ensures transparency in the analysis and strengthens the validity of the research findings.

During the data collection phase, teachers and candidate teachers were instructed to adhere to specific criteria when completing open-ended questionnaires. 1) The open-ended questionnaire was distributed to teachers, with data collection conducted between March 10, 2024, and January 15, 2025. 2) Before completing the questionnaire, all adult participants were required to sign a written informed consent form to ensure their awareness of the ethical considerations involved in the research. 3) Participants were informed that a unique code would replace their real names, ensuring anonymity and encouraging honest responses to the research questions. 4) Data collected during the preliminary study were excluded from the final research findings. 5) To maintain confidentiality, each participant was assigned a coded identifier, and their name and school affiliation remained undisclosed.

The coding system used in the study is as follows: 1) Teacher 1 (T1) - Teacher Candidate 1 (TC1), and 2) Teacher 2 (T2) - Teacher Candidate 2 (TC2).
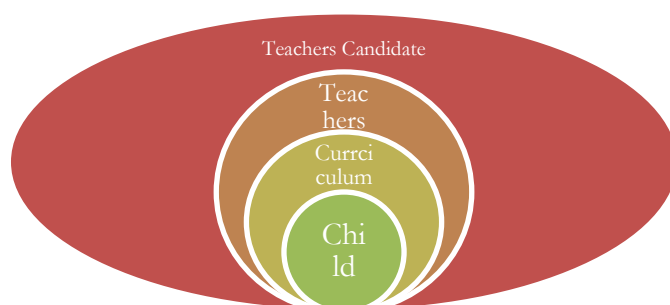
Figure 1 Child-centred data analysis

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The content analysis method was employed to analyze responses from participants who completed the open-ended questionnaire, utilizing a child-centred data analysis approach (see Figure 1). The primary objective of content analysis was to identify key concepts and relationships that could provide a comprehensive understanding of the collected data. Initially, the data were summarized descriptively and broadly interpreted before being subjected to a more in-depth analysis through content analysis to uncover new patterns and relationships. The central process of this analysis involved organizing related data within specific themes and presenting them in a structured and meaningful manner (Neuman, 2012). The research themes were determined based on the content analysis results, with codes emerging during theme development being reviewed by an expert to ensure reliability. As suggested by Miles & Huberman (1994), the reliability coefficient was calculated using formula:

$$Reliability = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagereement}}$$

The intercoder reliability between experts and researchers regarding aligning codes with themes was 89%, indicating high reliability. The finalized themes were incorporated into the research findings, and information on preschool education programs and relevant policies was included for comparative analysis. Furthermore, direct excerpts from participant responses were provided to reinforce the study's credibility and ensure the findings' reliability.

Result and Discussion

This section presents the findings derived from participants within the framework of the established research themes. Each theme and its corresponding subthemes are analyzed, with subthemes systematically introduced through a tabular representation. The findings from both preschool and candidate teachers are discussed in the table.

Theme 1: Enhancing Early Childhood Creativity and Giftedness through Language Development

Preschool Teachers' Perspectives on Theme 1

A review of Table 1 indicates that preschool teachers identified several key categories highlighting the significance of language development methods in fostering creativity and giftedness during early childhood. The following aspects were emphasized: 1) Stimulating imagination and verbal expression, 2) Enhancing the ability to express emotions and ideas, 3) Developing problem-solving skills, 4) Expanding vocabulary and understanding language structure, 5) Fostering self-confidence, 6) Facilitating self-actualization through language, 7) Encouraging diverse ways of thinking, and 8) Promoting effective learning

However, the least frequently mentioned category among teachers pertains to the role of language development and creativity in fostering self-confidence, enabling self-actualization, and enhancing social skills in young children.

General Evaluation of Subthemes from the First Theme

An analysis of Table 2 reveals that teachers recognize the role of language development in shaping children's creativity and giftedness. Teachers emphasized that early stimulation of imagination, communication skills, and emotional expression enhances cognitive development and self-confidence in children. According to Piaget (2003), children advance through distinct developmental stages: sensorimotor, preoperational, concrete operational, and formal operational. Piaget highlighted children's interactions with their physical and social environments in facilitating cognitive development. His theory underscores the importance of active exploration and engagement with the surrounding

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world as a key learning driver (Rubtsov, 2020). Additionally, Piaget's framework emphasizes the role of schemas (mental structures), assimilation (integrating new information into preexisting frameworks), and accommodation (adapting existing frameworks to incorporate new information) in the process of cognitive development (Babakr et al., 2019). Furthermore, teachers highlighted that a rich vocabulary and a well-structured linguistic foundation contribute significantly to children's ability to articulate ideas creatively. Several teachers also underscored the importance of exploration and curiosity in fostering innovative thinking. From pedagogical, organizational, and socio-community perspectives, the evidence presented here highlights a strong behavioral link between curiosity and creative ideation, emphasizing the necessity of developing interventions that cultivate creative thinking and independent inquiry (Koutstaal et al., 2022). As previously noted, the notable parallels between process-oriented theoretical models of creativity and active, self-directed learning are particularly relevant in this context. Innovative thinking and inquiry-based learning involve the flexible exploration of information from diverse sources and perspectives, the generation of novel ideas, and the integration or reconfiguration of existing knowledge (Acar & Tuncdogan, 2019; Dubey & Griffiths, 2020). Additionally, cognitive-motivational factors fundamentally influence both processes, such as intellectual engagement and autonomy, which can either be nurtured or constrained by an individual's (or team's) learning and working environment (Koutstaal et al., 2022).

Table 1: Teachers' thoughts on creativity and Giftedness through language development methods at the preschool stage

Subtheme	Purpose
Stimulation of Imagination and Verbal Expression	Encourage children to think creatively and express ideas clearly.
Skills of Expressing Emotions and Ideas	Helping children recognize, understand, and express their feelings and thoughts with the correct language.
Strengthening Problem-Solving Skills	Develop critical and creative thinking skills in solving problems through communication.
Vocabulary Enrichment and Language Structure	Expand vocabulary and strengthen grammar understanding to support verbal creativity.
Self-confidence development	Help children feel confident in conveying their original ideas.
Self-Actualization Through Language	Encourage children to explore their interests and potential through richer communication.
Curiosity and Exploration	Motivating children to continue to ask questions, explore, and develop innovative mindsets.
Diverse Perspectives of Thinking	Help children see a problem from different perspectives to increase flexibility in thinking.
Effective Learning through Interaction	Optimize children's learning experience with interactive and meaningful communication.
Support for Social Skills	Develop the ability to cooperate, discuss, and build social relationships through language.

Teachers suggested that children should be encouraged to think from diverse perspectives and develop greater cognitive flexibility in problem-solving. These processes facilitate the effective adoption and sustained implementation of enhanced cultural adaptations while mitigating the risk of regression. Cognitive flexibility and other executive functions are foundational for developing skills that foster innovation and social learning (Rawlings & Legare, 2021). Additionally, they noted that effective communication and social interaction are fundamental in helping children collaborate and establish healthy interpersonal relationships. According to Tebeanu & Macarie (2013), enhancing social skills, emotional intelligence, and effective communication can create a supportive learning

environment that enriches children's educational experience. Below are selected teacher statements regarding the theme and subthemes explored in this study:

"*At an early age, when imagination is highly active, providing appropriate stimulation helps children express their ideas more clearly.*" (T5)
"*Language serves as the primary tool for children to convey their emotions.*" (T12)
"*Children trained in creative thinking are more adept at identifying innovative solutions to challenges they encounter.*" (T7)
"*A broad vocabulary and a solid understanding of grammar facilitate structured and comprehensible idea expression.*" (T16)
"*Confidence is crucial in shaping children into individuals who can express their opinions in various settings.*" (T9)
"*Language enables children to gain a deeper understanding of their surroundings.*" (T21)
"*A strong sense of curiosity drives children to continue learning and thinking innovatively.*" (T14)
"*Teaching children to approach problems from multiple perspectives enhances their cognitive flexibility.*" (T18)
"*Interactive communication fosters more meaningful learning experiences.*" (T22)
"*Children accustomed to discussion and interaction are better equipped to adapt in social environments.*" (T20)

Based on teachers' perspectives, nurturing creativity and giftedness through language development profoundly impacts multiple aspects of child development. Teachers play a vital role in shaping children's growth by fostering self-expression, critical thinking, and social skills. Based on teachers' perceptions of the essential skills for students, the primary emphasis is placed on critical thinking, creativity, social skills, and self-directed yet structured learning, all of which play a crucial role in early education development. To foster continuous skill enhancement, teachers implement interdisciplinary projects. They also highlight the significance of allowing children to express themselves freely and interpret the world from their perspectives (Avdiu et al., 2025).

Opinion of Candidate Preschool Teachers on the First Theme

The perspectives of candidate preschool teachers regarding creativity and giftedness development through language acquisition in early childhood are outlined below. A review of Table 3 indicates that candidate early childhood teachers primarily emphasized the following key aspects of creativity and giftedness development through language learning: 1) Encouraging diverse viewpoints, 2) Facilitating identity formation, 3) Enhancing problem-solving abilities, 4) Stimulating imagination

The aspects that received less attention from candidate teachers include: 1) The impact of language development on overall child growth, 2) The role of language in supporting learning, 3) A deeper understanding of children's cognitive and emotional needs, and 4) The significance of self-expression

These findings indicate that prospective teachers prioritize creativity's cognitive and exploratory benefits, such as broadening perspectives, idea generation, and problem-solving, over its role in child development and self-expression. An integrated approach that combines language development, early stimulation, and environmental engagement creates an optimal setting for fostering comprehensive language acquisition in early childhood education. Providing children with opportunities to practice communicative skills, including speaking, active listening, and storytelling (Guerrero-Quiñonez & Barrera-Proaño, 2023)Enhances their linguistic abilities. Children create imaginary worlds by creating creative language, expanding their vocabulary, improving verbal fluency, and strengthening communication skills (Ewing et al., 2016). This approach supports robust language development and

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establishes a strong foundation for future learning and communication proficiency by nurturing creativity, imagination, and social interaction.

Table 2. Thoughts of candidate teachers about creativity and Giftedness through Language Development methods at the Preschool Stage

Subtheme	Purpose
Various Viewpoints	It helps children understand and accept various perspectives, increase flexibility in thinking, and develop creativity in seeing problems.
Finding Your Identity	Encourage children to recognize their interests, giftedness, and identities through language to be more confident in expressing themselves.
Troubleshooting	Develop critical and creative thinking skills in facing challenges and encourage children to find innovative solutions through communication.
Stimulating the Imagination	Facilitate the exploration of new ideas, increase children's imagination, and build creative thinking skills through stories and verbal interactions.
Impact on Child Development	Optimizing children's social, emotional, and cognitive development through rich and meaningful language experiences.
Support for Children's Learning	Making language the primary tool for understanding new concepts, improving literacy skills, and supporting active exploration and learning.
Understanding Children	Helping teachers and parents better understand children's thoughts, feelings, and needs through open and expressive communication.
Expressing Yourself	Increases children's confidence in communicating, allowing them to convey ideas, feelings, and aspirations effectively.

General Evaluation of Subthemes from the First Theme

From the viewpoint of candidate teachers, developing creativity and giftedness through language development in early childhood is an essential means of communication and a crucial enabler in nurturing children’s creative thinking, self-awareness, and capacity for innovative problem-solving. Wedani & Suyanta (2023) support the idea that language development can be effectively promoted to enhance children's understanding of concepts such as comparison and significantly bolster their creativity. Michaelidou & Pitri (2022) illustrates the potential of educational programs that emphasize problem-solving and imaginative skills to strengthen children's creativity. This is consistent with Dolenc & Čehovin (2020) and Tok (2022) that teachers are essential for nurturing creative thinking in early learners and teacher training in understanding creativity and its implications for child development. Several statements from candidate teachers highlight the pivotal role of language development in fostering creativity and giftedness in early childhood education:

"*Encouraging children to explore multiple perspectives through language fosters cognitive flexibility and prevents rigid thought patterns.*" **(TC5)**
"*Language serves as a medium for children to understand their identities, preferences, and personal forms of self-expression.*" **(TC8)**
"*As a fundamental tool for creative problem-solving, language helps children become accustomed to articulating their ideas, thereby promoting a habit of innovative thinking*." **(TC13)**
"*By stimulating imagination through storytelling and dialogue, children can more effectively develop creativity and think beyond conventional boundaries*." **(TC10)**

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"*Integrating creative language use into learning is vital, as it enhances children's curiosity and motivates them to explore and comprehend their surroundings*." **(TC6)**

These perspectives underscore that language development extends beyond communication **and is** crucial in shaping children's cognitive growth, worldview, and ability to adapt to future challenges. McNeill et al., (2025) uncovered the interdependent trajectories of language development, cognitive flexibility, and phoneme awareness in early childhood, demonstrating that children who progress well in language skills tend to show more substantial cognitive flexibility, which is critical for future learning and adaptation. This suggests that enhancing language skills can have far-reaching implications beyond mere communication. Research regarding foreign language exposure indicates that multilingual environments can significantly enrich children's language development. Tomora & Garsamo (2024) emphasized that exposure to multiple languages during early childhood enhances linguistic capabilities and contributes to overall cognitive growth, facilitating complex cognitive structures necessary for later academic success (Tok, 2022). Educational practices that utilize interactive tools, acknowledge socio-economic disparities, provide tailored interventions, and leverage familial support can significantly enhance young learners' language capabilities and cognitive frameworks. Continued exploration into these domains is essential for effective early childhood education strategies.

Theme 2: Encouraging Creativity and Giftedness
Opinion of Candidate Early Childhood Education Teachers on the Third Theme

The strategies early childhood teachers proposed to foster creativity and creative thinking in young children are presented in the table below. The data indicate that the most frequently suggested strategies include organizing educational trips, providing access to art facilities, implementing drama activities, integrating Indonesian language exercises, and conducting science activities. The candidate teachers highlighted the significance of hands-on and exploratory learning in enhancing children's language development. Conversely, the least mentioned strategies involve creating a flexible environment that allows children to freely express their ideas, posing open-ended questions to stimulate critical thinking, and encouraging children to use everyday objects creatively. The concept of a place of learning has become flexible; the idea of place has been expanded to include a meaning and an (inter) subjective experience of the place, as well as the cultural meanings or the symbolic understanding of a place (Shannon & Galle, 2017). This term combines learning with creativity, insight, and imagination. Another approach—critical pedagogy of place—allows students to recognize historical and contemporary power structures that shape the place, local communities, and natural surroundings and how social dynamics shape the social and economic inequalities in the place (Langran & DeWitt, 2020). A decolonizing perspective when looking at "place-conscious education" enables a recognition of how people and places are injured and exploited.

Evaluation of the Third Theme Subtheme

One key strategy that early childhood teachers emphasize is parental involvement in children's language development. Aligned with Rumping et al., (2021), parental involvement contributes to developing creative and cognitive skills in children, such as language proficiency. They argue that support from the family environment enables children to explore their linguistic abilities more effectively. These skills are predictors of children's learning performance. Melencion (2023) noted that educated parents use their advanced language abilities to help their children develop and grow. Chavez et al., (2023) found that parents recognize their role in shaping their children's language development, inspired by the impact of English on their children's goals and enthusiasm. Additionally, teachers highlight the significance of direct and exploratory learning methods in facilitating

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children's comprehension of language concepts through authentic experiences. Candidate teachers suggest that children be encouraged to ask questions and engage in activities that foster creativity, such as utilizing objects in unconventional ways or completing story narratives, to enhance their cognitive flexibility and creative thinking. The following statements illustrate their perspectives:

"*Taking children on an educational excursion to a new environment allows them to develop language skills through observation and reflection on their experiences.*" (TC5)
"*Art facilities provide opportunities for children to express themselves through artistic activities and articulate their creative processes.*" (TC8)
"*Drama activities offer children the chance to apply creative thinking in communication, fostering expression and improvisation in language.*" (TC3)
"*Reading storybooks in Indonesian with family members help children expand their vocabulary. Parents can engage children by asking them to retell or modify the story's ending.*" (TC13)
"*Integrating mathematical and scientific concepts into language learning supports children in articulating abstract ideas using their own words.*" (TC7)
"*A flexible and supportive environment is essential for encouraging children to express their thoughts without restrictive constraints.*" (TC9)
"*Posing open-ended questions to children stimulates the development of more elaborate and nuanced language responses.*" (TC11)

Overall, these strategies underscore that fostering creativity and creative thinking in early childhood can be effectively achieved through experiential learning, exploration, and strong support from both the family and school environment. Many studies also deal with group connectedness and community through parental involvement, children's motivation and behaviour (Kim & Barrett, 2019), and positive emotions (Løvoll et al., 2017). Cook (2022) explored Sierra Leonean parents' involvement in organizing their child's participation in an outdoor adventure education residential visit. The research findings reveal how parents managed to meet the expectations placed on them and overcame the challenges of facilitating the visit. Furthermore, Home support is crucial in shaping students' language acquisition and motivation (Lehrl et al., 2020). Encouragement and involvement from family members can boost a student's confidence and willingness to use English in daily interactions, thus solidifying what is learned in school. The impact of home support on students' language acquisition and motivation cannot be overstated (Li, 2007). Children can develop into more innovative and communicative individuals by providing opportunities for free expression, promoting linguistic exploration, and cultivating a creativity-supportive atmosphere.

Theme 4. Language Development Program

When early childhood education teachers were asked about their perspectives on implementing language development methodologies in fostering creativity and giftedness, they emphasized that such approaches enable children to express themselves more freely. They also highlighted that flexibility in language instruction allows for adapting teaching strategies to meet individual children's needs, thereby facilitating their creative exploration. According to teachers, language development methodologies are crucial in building children's confidence and creativity in early childhood education. The following statements illustrate teachers' opinions on the implementation of language development methodologies:

"*Language development methodologies in early childhood education are highly child-centred. Children are encouraged to communicate, ask questions, and share stories actively, which allows them to cultivate creativity through meaningful linguistic exploration.*" (T2)

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"*While this approach fundamentally supports children's creativity, practical constraints such as limited resources, unsupportive teacher attitudes, and insufficient family involvement can pose challenges.*" (T6)
"*Through language-based activities such as storytelling, role-playing, and narrative exercises, children develop communication skills and are encouraged to think critically and creatively across various contexts.*" (T16)
"*Language development programs enable teachers to tailor instructional methods to children's interests and cultural backgrounds, thereby fostering broader and more creative thinking.*" (T23)
"*This approach invites children to explore diverse linguistic concepts engagingly and enjoyably, ultimately enhancing their creative and critical thinking abilities.*" (T25)

These perspectives underscore the significance of language development programs in nurturing creativity and confidence among young learners. Teachers can further optimize language development to foster children's creative potential by ensuring adaptability in teaching methods and addressing existing challenges.

Opinion of Candidate Early Childhood Education Teachers on the Implementation of Language Development Methodology

Candidate teachers who study and observe the implementation of language development methodologies in fostering creativity emphasize that such programs play a vital role in children's development. They highlight that this holistic approach grants children the freedom to express themselves, ultimately enhancing their creative abilities. The perspectives of candidate teachers regarding the implementation of language development methodologies are as follows:

"*This program places significant emphasis on the comprehensive development of children, particularly in language and creativity. Allowing children to express themselves and communicate freely fosters their imagination and creative thinking.*" (TC5)
"*The activities within this program are designed to align with children's needs and interests. Children can learn more effectively through communication-based methods while enhancing their creativity through linguistic exploration.*" (TC7)
"*This program provides a strong foundation for children to enhance their communication and creative skills while guiding teachers in implementing strategies that promote optimal language development.*" (TC1)
"*A variety of language-based activities, such as wordplay, storytelling, and interactive discussions, enable children to develop their creative thinking within a supportive environment.*" (TC12)
"*Despite the numerous benefits of this program, certain rigid constraints may hinder children's creativity. Therefore, flexibility in implementation is essential to ensure the optimal development of creativity.*" (TC8)

These insights underscore the importance of adaptability in language development methodologies to maximize their impact on children's creativity. This approach enhances language learning by providing varied contexts for language use and fosters greater cultural awareness and sensitivity among learners. The challenges identified in the review, including the need for ongoing teacher training and the development of standardized evaluation frameworks (Stoller & Robinson, 2018), point to areas where further research and development are needed. Teachers can create an environment that nurtures children's linguistic and imaginative growth by ensuring structured guidance and creative freedom.

Conclusion

The themes identified from the research findings and their corresponding subthemes are analyzed from the perspectives of teachers and candidate teachers within the framework of existing literature. The themes highlight enhancing creativity and giftedness in early childhood through language development, fostering children's cognitive abilities, self-expression, and social skills. Following theme emphasized the significance of employing techniques that effectively capture children's attention and interest during activities. Early childhood teachers emphasize the importance of parental involvement in children's language development, as it enhances cognitive and creative skills, enabling children to explore their linguistic abilities effectively. Teachers advocate for exploratory and interactive learning methods like storytelling and role-playing to foster young learners' creativity, critical thinking, and confidence.

Implementing language development methodologies in early childhood education encounters several constraints that may impact its efficacy, including insufficient resources and familial support. These constraints can impede educators' capacity to establish enriched and interactive learning environments, which are crucial for fostering children's imagination and enhancing their vocabulary. These challenges imply the need for more adaptive and innovative pedagogical strategies, such as employing exploratory and interactive learning approaches, to ensure that each child can effectively cultivate their language abilities, creativity, and social competencies. Cramond et al., (2021); Kaynar & Kurnaz (2024), and Reis et al., (2024) asserted that educational programs to develop creativity and giftedness should involve collaboration among teachers, families, and children during preschool education. Coleman & Cross (2021) and Howard & Mayesky (2022) found that teachers should carefully observe children's unique characteristics, serve as role models, and integrate music, art, language, and play into daily lesson plans to foster creativity & giftedness. Both teachers and candidate teachers acknowledged that preschool education provides a structure conducive to promoting creativity and giftedness. This study aims to examine teachers' and candidate teachers' perspectives on fostering creativity and giftedness in children by holistically analyzing their views within the framework of the preschool education program. Based on the study's findings, the following recommendations are proposed: 1) Incorporate problem-solving scenarios that enable students to demonstrate creativity. 2) Enhance family involvement in the child's learning process. 3) Implement more activities that strengthen children's characteristics. 4) Provide resources for candidate teachers to raise awareness of fostering creativity in preschool education. 5) Encourage teachers to adopt non-traditional approaches in classroom activities and consider individual differences in their interactions with children.

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